

# Mindfulness and Modern Life

## HCOL 40023-655

**Spring 2020**



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**1) Course meetings:** [HEADING](#)

Tuesday and Thursday 9:30-10:50 a.m.  
Scharbauer 2011

**2) Instructor information:** [HEADING](#)

Andrew O. Fort

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Office hours:

MTWR 11:00-11:45 a.m. or by appointment

Website: [PERSONAL.TCU.EDU/AFORT](http://PERSONAL.TCU.EDU/AFORT)

Mark Dennis

Office: Beasley Hall 309

Office phone: 817.257.6441

Email: [m.dennis@tcu.edu](mailto:m.dennis@tcu.edu)

Office Hours:

T&R: 11:00-noon

W: 4:00-5:00 p.m.

Website: [contemplativefrogs.com](http://contemplativefrogs.com)

Feel free to see us before or after class, or by appointment.

**3) Course Description:** [HEADING](#)

What does it mean to live a mindful life today? What kind(s) of thinking and practice does such a life entail? How would it fit into a busy college student's life? We will address these questions through both theory and practice in this course. We will range from traditional Buddhist ideas to modern science, from classic liberal arts reflection to contemporary mindfulness practices. We will consider how practice and reflection influence one another, and how we engage in personal relationships, society, and the natural world. Be prepared to explore (and challenge) common notions of self through our inquiry.

After beginning most classes with a 10-minute meditation, we will discuss the day's reading material. We will then generally do another practice and end with a "circle of discussion." We will also have guest speakers in some classes.

Throughout this course, we ask you to be open and flexible. We may need to make some minor modifications to the schedule and such as we move through the semester. If we do make changes, we'll make sure to announce them in class and notify you by email.

### **a) Quotations:**

The following quotations capture some of the key issues we will take up over the course of the semester as we attempt to be more mindful in a distracted age.

The faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgement, character, and will... An education which should improve this faculty would be the education par excellence.  
(William James, *The Principles of Psychology*<sup>1</sup>)

Education, in order to accomplish its ends both for the individual learner and for society, must be based upon experience – which is always the life experience of some individual... There is no discipline in the world so severe as the discipline of experience subjected to the tests of intelligent development and direction...  
(John Dewey, *Education and Experience*)

Now the blindness in human beings... is the blindness with which we all are afflicted in regard to the feelings of creatures and people different from ourselves.  
(William James: *On a Certain Blindness in Human Beings*)

In the beginner's mind there are many possibilities,  
but in the expert's there are few.  
(Shunryu Suzuki: *Zen Mind, Beginner's Mind*)

### **b) Objectives - leading to Course Outcomes:**

Through short reaction papers, various exercises, and a final reflection paper, you will be assessed on your ability to:

- understand theory about and practice of mindfulness and related concepts.
- undertake a variety of contemplative practices.
- comprehend multiple ways of mind-body knowing.
- read critically, think analytically, speak persuasively, and write effectively through the description, analysis, and evaluation of mindfulness teachings and practices.
- perform self-exploration; existential inquiry is an inevitable component of this course.

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<sup>1</sup> The first James and Dewey quotations were taken from Brown University's Contemplative Studies Initiative web site at: [HTTPS://WWW.BROWN.EDU/ACADEMICS/CONTEMPLATIVE-STUDIES/ABOUT](https://www.brown.edu/academics/contemplative-studies/about).

### **c) Our expectations for your investment and participation:**

- Read, think about, and engage with the assignments before class.
- Be prepared with questions or discussion points about the assignments (this will enhance what we call “active learning.”)
- No laptops, cellphones, tablets, etc. You might want to keep a course journal outside of class. See course biosheet and etiquette document.
- Attend all classes. (Come on time, but come even if late; if you arrive late, please wait until we’ve finished the meditation to enter the classroom. See attendance policy below).
- Participate in all the in-class exercises. If you have a question about the exercises or assignments—ask one or both of us.
- Bring the relevant readings to class.
- All topics are open and civil, respectful discourse is foundational.
- Be ready to listen and speak, think, question, and practice.

### **d) Attendance:**

A large portion of course content will reside in the practice and reflection we will do during, or, as a result of, class time. You need to be present to get course content. If you are absent, please make sure to document the reason for the absence by sending us an email and, where appropriate, getting a note from the TCU Health Center or Doctor’s office that states that you have been seen/had an appointment; or, requesting communication be sent to us from the Office of the Dean of Student Life. Bottom line: communicate with one of us. We will work with you. **Note:** If you miss classes and/or class assignments, we may need to schedule a meeting to discuss how to make up missed work. See how attendance is graded in Section 5 below.

### **4) Required books: HEADING**

Hahn, Thich Nhat. *Being Peace*. (Berkeley: Parallax Press, 2005). ISBN: 188837540X.

Harris, Dan. *10% Happier: How I Tamed the Voice in My Head, Reduced Stress Without Losing My Edge, and Found Self-Help That Actually Works—A True Story* (Dey Street Books, Reprint 2019). ISBN: 978-0062917607.

Wilson, Jeff. *Mindful America: The Mutual Transformation of Buddhist Meditation and American Culture* (Oxford University Press, 2014). ISBN: 9780199827817.

Holly Rogers, *The Mindful Twenty-Something: Life Skills to Handle Stress...and Everything Else*. (NewHarbinger, 2016). ISBN: 9781626254893.

There will also be readings you can find on D2L and online. We will use D2L extensively throughout the semester to post readings, upload papers, post grades, and so on. It is crucial, therefore, to become comfortable with the platform early in the semester. If you have difficulties, contact Mark via email: [m.dennis@tcu.edu](mailto:m.dennis@tcu.edu).

## 5) Grading:

### a) Grading scale: HEADING

A	93-100	C:	73-76.99
A-	90-92.99	C-:	70-72.99
B+	87-89.99	D+:	67-69.99
B	83-86.99	D:	63-66.99
B-	80-82.99	D-:	60-62.99
C+	77-79.99	F:	59.99 & below

You may check in with us about your course standing at any time.

### b) Grading distribution: HEADING

Buddhism precepts exercise	7.5%
“I am That” paper	7.5%
Socially-engaged mindfulness paper	10%
Weekly practice reflections	15%
Weekly reading reflections	15%
Outside activities (6 x 2.5%)	15%
Final reflection paper	20%
Attendance (see below)	10%

### c) Attendance: HEADING

Please note that coming to class late will disrupt the short meditation that will start right when class begins. If you come to class late, you will be given half an absence.

#### Absences:

0-1	100%	6	80%
2	96%	7	76%
3	92%	8	72%
4	88%	9	68%
5	84%	≥10	etc.

### d) Assignments: HEADING

Instructions for each assignment described below are available on D2L. Please remember to pay careful attention to the Rules for Formatting and Written work that are also available on D2L. Please note that you will lose 5% points from your grade for each 24-hour period an assignment is late.

-Buddhism precepts exercise. Worth **7.5% of your final grade.**

-“I am That” essay. Worth **7.5% of your final grade.**

-Socially-engaged mindfulness paper. Worth **10% of your final grade.**

-You will be asked to write two short reflection papers each week that are due by 8:30 a.m. each Tuesday: one on the reading and one on your mindfulness practice. Each reflection should be between 250- and 350-words. Worth **30% of your final grade.**

-In addition, you will be asked to complete six outside activities during the semester, which include two film reviews (see list below), two podcasts (see list below), and two Contemplative Studies events: the meditation retreat (we will discuss date and time in class) and Moore Symposium Keynote address by Richard Davidson from the University of Wisconsin's Center for Healthy Minds on Wednesday, March 25 at 7:30 p.m. (**note:** if you have a conflict with one of these events, we will work with you to find another you can attend). **Worth 15% of your final grade.**

-Final Reflection Paper at course end. Worth **20% of your final grade.**

## **6) Disability Statement: HEADING**

If you have a problem affecting your course participation, or must miss class, let us both know via email. Also, if you have a disability, which may affect your class performance, please get in touch with the Coordinator of Student Disabilities Service in the Center for Academic Services so that you invoke the support services of the university and are able to inform us during the first week of class. Here are some policy statements:

*Disability Statement approved Fall 2007 by the Undergraduate Council / Revised Summer 2011:* Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at [http://www.acs.tcu.edu/disability\\_documentation.asp](http://www.acs.tcu.edu/disability_documentation.asp).

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

## **7) Academic Misconduct: HEADING**

Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act, such as cheating or plagiarism, that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog (Student Policies>Academic Conduct Policy Details).

### **Resources for Students-**

We take seriously your well-being and urge you to let us know if you are, for any reason, struggling. We will help in any way we can but will refer you to professionals on campus when we cannot. The following are campus resources you can use for help with issues that may arise during the semester, ranging from mental health to writing.

Campus Life (257-7926, Sadler Hall 2006); TCU Library (257-7117); Center for Academic Services (257-7486, Sadler Hall 1022); Writing Center (257-7221, Reed 419); Student Development Services (257-7855, BLUU 2003); Office of Religious and Spiritual Life (257-7830, Jarvis Hall), and Counseling, Testing, and Mental Health Center (257-7863, Brown Lupton Health Center).

### **Non-discrimination Statement-**

TCU is committed to providing a diverse and supportive learning community that values the dignity and respect of the individual and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed immediately by the professor. TCU's commitment to these attitudes and behavior have been embedded into the core curriculum through the development of DEI—Diversity, Equity, and Inclusion. Although the process is still being worked out, here is a brief statement about its vision:

### **What DEI Means at TCU**

**Diversity** reflects a broad range of identities and perspectives.

- Race
- Ethnicity
- Genders
- Gender identity
- Sexual orientation
- Socioeconomic status
- Nationality
- Religious beliefs
- Age
- Disability status
- Political perspective

Greater diversity produces more robust, creative, and relevant outcomes in scholarly processes, academic and social programming, and community engagement.

**Equity** is creating opportunities for equal access and success for historically underrepresented populations. It requires proactive steps to address and transform the current culture.

**Inclusion** exists when all members of a community feel welcome, respected, and valued regardless of their social identities and when all experiences and cultures are validated and cherished equally. Inclusion requires listening to other viewpoints and embracing differences. Feeling included and connected elevates engagement and a sense of belonging for everyone on campus.

## **8) D2L Brightspace:** [HEADING](#)

As upper level students, we assume you are familiar with D2L. But if you need assistance consult with Mark.

## **9) Film list:** [HEADING](#)

You will be required to watch two films as outside activities during the semester. Select one of the four films listed under “First half of semester films” and complete a 500- to 750-word review by **Thursday, March 5** and submit to the Outside Activity #1: film reflection-1 dropbox. For “Second half of semester film” we will all watch “Kumare.” Please complete a 500- to 750-word review by **Tuesday, April 14** and submit to the Outside Activity #2: film reflection-2 dropbox.

### **First half of semester films:**

**Film #1: “Samsara”** directed by Ron Fricke and Mark Magidson, 2011 (102 minutes)

Available: TCU Music Library, free on Amazon Prime

Description: “Filmed over nearly five years in twenty-five countries on five continents, and shot on seventy-millimeter film, Samsara transports us to the varied worlds of sacred grounds, disaster zones, industrial complexes, and natural wonders.”

Trailer: [HTTP://WWW.BARAKASAMSARA.COM/SAMSARA/ABOUT](http://www.barakasamsara.com/samsara/about)

**Film #2: “Doing Time, Doing Vipassana,”** directed by Eilona Ariel and Ayelet Menahemi, 1997 (52 minutes)

Available: on YouTube at: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=WKXSYV5RISQ](https://www.youtube.com/watch?v=WKXSYV5RISQ)

Description: “This is the story of an ancient meditation technique named Vipassana, which shows people how to take control of their lives and channel them toward their own good. It is the story of a strong woman named Kiran Bedi, the former Inspector General of Prisons in New Delhi, who strove to transform the notorious Tihar Prison and turn it into an oasis of peace. But most of all it is the story of prison inmates who underwent profound change, and who realized that incarceration is not the end but possibly a fresh start toward an improved and more positive life. These people have shown that reform can work if it is self-reform. Their success has been so dramatic that recently the Indian Government decided to apply Vipassana in all the country’s prisons. Other countries are becoming interested as well. The filmmakers spent about two weeks inside Tihar Central Prison in New Delhi and Baroda Jail in the Indian state of Gujarat. They interviewed inmates and jail officials, and filmed in places rarely accessible to film crews, whether Indian or foreign.”

Trailer: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=K4LUDQ3LIFW](https://www.youtube.com/watch?v=K4LUDQ3LIFW)

Before watching the film, watch the following clip with one of the directors.



“Vipassana Meditation and Body Sensation,” Eilona Ariel at TEDx Jaffa 2013 (13 minutes).  
[HTTPS://YOUTU.BE/IXU4KD5RDI](https://youtu.be/IXU4KD5RDI)

**Film #3: “Spring, Summer, Fall, Winter... and Spring,”** directed by Ki-duk Kim, 2003 (103 minutes)

Available” for \$2.99 YouTube rental

Description: “A boy is raised by a Buddhist monk on an isolated floating temple where the years pass like the seasons.”

Trailer: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=72MFKX4RS8Y](https://www.youtube.com/watch?v=72MFKX4RS8Y)

**Film #4: “The Dhamma Brothers,”** directed by Andrew Kukura, Jenny Phillips, and Anne Marie Stein, 2008 (76 minutes)

Available: Stream for free through Alexander Street from TCU library web site. If the link below does not work, type the title into the library search bar and follow the links. We will demonstrate in class.

[HTTPS://SEARCH.ALEXANDERSTREET.COM/VIEW/WORK/BIBLIOGRAPHIC\\_ENTITY%7CVIDEO\\_WORK%7C3229240](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C3229240)

Description: “East meets West in the Deep South. An overcrowded maximum-security prison—the end of the line in Alabama’s correctional system—is dramatically changed by the influence of an ancient meditation program. Behind high security towers and a double row of barbed wire and electrical fence dwells a host of convicts who will never see the light of day. But for some of these men, a spark is ignited when it becomes the first maximum-security prison in North America to hold an extended Vipassana retreat, an emotionally and physically demanding course of silent meditation lasting ten days. The Dhamma Brothers tells a dramatic tale of human potential and transformation as it closely follows and documents the stories of the prison inmates at Donaldson Correction Facility who enter into this arduous and intensive program.”

Trailer: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=ZA8XFEYEM18](https://www.youtube.com/watch?v=ZA8XFEYEM18)

### **Second half of semester film**

**Film #5: “Kumare,”** directed by Vikram Gandhi, 2011 (84 minutes)

Available: Free on TCU library website through Kanopy streaming service. Search for the film title in the main search bar and follow the links. We will demonstrate in class.

Description: “A documentary about a man who impersonates a wise Indian Guru and builds a following in Arizona. At the height of his popularity, the Guru Kumaré must reveal his true identity to his disciples and unveil his greatest teaching of all.”

Trailer: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=0XVZG6YKUV0](https://www.youtube.com/watch?v=0XVZG6YKUV0)

### **10) Podcast list: [HEADING](#)**

You will be required to listen to two podcasts as outside activities during the semester. Select one of the podcasts listed under “First half of semester podcasts” and complete a 500- to 750-word review by **Thursday, March 5** and submit to the Outside Activity #1: podcast reflection-1 dropbox. You should do the same for those listed under “Second half of semester podcasts” and complete your review by **Tuesday, April 14**. Submit the second review to Outside Activity #2: podcast reflection-2 dropbox.

## First half of semester podcasts:

### Podcast #1: 10% Happier-#8: Sharon Salzberg, “Real Love”

Released April 13, 2016 (51 minutes)

[HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/50324109?AUTOPLAY=TRUE](https://www.stitcher.com/podcast/abc-news/10-happier/e/50324109?autoplay=true)

A towering figure in the meditation world, Sharon Salzberg is part of a small group of people who helped bring meditation over from Asia to the United States. Growing up in New York City, Salzberg had a traumatic childhood and was a sophomore in college when an Asian philosophy class she chose sort of on a whim led her to find a personal and positive connection with Buddhist teachings and practices. Today, she is a meditation teacher, the cofounder of Insight Meditation Society and the author of nine books, including best-sellers “Lovingkindness,” “Real Happiness” and “Real Happiness at Work.” Salzberg sat down with Dan Harris to talk about her personal history, her meditation practice and her advice to beginners looking to start practicing.

### Podcast #2: 10% Happier-#95: Robert Wright, *Why Buddhism is True*

Released August 25, 2017 (63 minutes)

[HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/51239539](https://www.stitcher.com/podcast/abc-news/10-happier/e/51239539)

“Progress on the meditation path tends to involve moral progress. You tend to become a better person as well as a happier person... I personally think that you should not be allowed to call yourself enlightened if you’re a jerk,” said Robert Wright, a best-selling author with extensive knowledge on philosophy and religion. Wright, whose new book out now is titled, “Why Buddhism is True: The Science and Philosophy of Meditation and Enlightenment,” offers his thoughts (and skepticism) on what it means to achieve true enlightenment and whether mindfulness meditation could change the world.

### Podcast #3: 10% Happier-#29: Dr. Richard Davidson

Released August 10, 2016 (67 minutes)

[HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/45796142?AUTOPLAY=TRUE](https://www.stitcher.com/podcast/abc-news/10-happier/e/45796142?autoplay=true)

Dr. Richie Davidson, a neuroscientist at the University of Wisconsin-Madison and founder of the Center for Healthy Minds, has been meditating for over 40 years. But it was the Dalai Lama himself who convinced Davidson to dedicate his life to researching the effects of meditation on the brain. Early in his career, Davidson said he “became a closet meditator” and the Dalai Lama “played a major role in me coming out of the closet and encouraging serious scientific research in this area.” Davidson’s team flew in monks from Tibet and Nepal for the study and asked them to meditate while undergoing scans. When they first looked at the scans, Davidson said the results were shocking.

[HEADING](#)

## Second half of semester podcasts:

### Podcast #4: 10% Happier-#22: Dr. Mark Epstein

Released June 22, 2016 (70 minutes)

[HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/44989220?AUTOPLAY=TRUE](https://www.stitcher.com/podcast/abc-news/10-happier/e/44989220?autoplay=true)

Buddhist psychiatrist and author Dr. Mark Epstein has for years written about the overlap between Western psychotherapy and Eastern Buddhist philosophies. Epstein sat down with Dan Harris to

talk about the impact meditation can have on the mind, both positive and negative, for those looking for an escape from suffering. He also went deep into the Buddhist concept of the “no-self,” whether Enlightenment can be reached ... and what it might look or feel like. He has written numerous books on these topics, his most recent being, “The Trauma of Everyday Life.” Epstein first discovered meditation in college and one of the “breakthroughs” he said that made the practice click for him happened while he was learning to juggle. “Once I got the three oranges in the air, my mind had to relax in order to keep it going and I understood, ‘Oh yeah, this is what they’re trying to teach me in mediation.’” Before he found meditation, Epstein said he was a very anxious person who worried all the time. Now after practicing meditation for more than 40 years, Epstein said he wouldn’t know what he would be without it.

HEADING

### **Podcast #5: 10% Happier-#159: Judson Brewer, Unwinding Anxiety**

October 30, 2018 (52 minutes)

[HTTPS://WWW.STITCHER.COM/PODCAST/10-HAPPIER/E/56980155?AUTOPLAY=TRUE](https://www.stitcher.com/podcast/10-happier/e/56980155?autoplay=true)

We all suffer from anxiety from time to time. For some, the regular recurrence of anxiety may be the function of a bad habit they have formed, according to mindfulness researcher Dr. Judson Brewer. And like many bad habits, he says, it can be broken. Brewer says the key to breaking out of a worry spiral is understanding how our minds work. He explains how the app he’s created, Unwinding Anxiety, is helping people overcome their struggles with anxiety.

<https://www.judsonbrewer.com/>

<https://www.unwindinganxiety.com/>

HEADING

### **Podcast #6: 10% Happier-#79: Willoughby Britton, Jared Lindahl—Does Meditation Have a Dark Side?**

May 24, 2017 (76 minutes)

[HTTP://WWW.10PERCENTHAPPIER.COM/PODCAST/WILLOUGHBY-BRITTON-JARED-LINDAHL-DOES-MEDIATION-HAVE-A-DARK-SIDE](http://www.10percenthappier.com/podcast/willoughby-britton-jared-lindahl-does-meditation-have-a-dark-side)

Many of us get into meditation because we want to be calmer, less stressed and less yanked around by our emotions, but sometimes there are unwanted effects. Brown University researchers Willoughby Britton, an assistant professor of psychiatry and human behavior, and Jared Lindahl, a visiting assistant professor of religious studies, published a new study today on the wide range of difficult experiences and challenges meditators they interviewed said they faced in their practice.

HEADING

## 11) Class Schedule: HEADING

Purple indicates paper due dates; orange is for holidays. PDFs of certain readings will appear on D2L under “course readings” according to date.

week 1:	<u>JANUARY 14</u>	<u>JANUARY 16</u>
week 2:	<u>JANUARY 21</u>	<u>JANUARY 23</u>
week 3:	<u>JANUARY 28</u>	<u>JANUARY 30</u>
week 4:	<u>FEBRUARY 4</u>	<u>FEBRUARY 6</u>
week 5:	<u>FEBRUARY 11</u>	<u>FEBRUARY 13</u>
week 6:	<u>FEBRUARY 18</u>	<u>FEBRUARY 20</u>
week 7:	<u>FEBRUARY 25</u>	<u>FEBRUARY 27</u>
week 8:	<u>MARCH 3</u>	<u>MARCH 5</u>
week 9:	<u>MARCH 10</u>	<u>MARCH 12</u>
week 10:	<u>MARCH 17</u>	<u>MARCH 19</u>
week 11:	<u>MARCH 24</u>	<u>MARCH 26</u>
week 12:	<u>MARCH 31</u>	<u>APRIL 2</u>
week 13:	<u>APRIL 7</u>	<u>APRIL 9</u>
week 14:	<u>APRIL 14</u>	<u>APRIL 16</u>
week 15:	<u>APRIL 21</u>	<u>APRIL 23</u>
week 16:	<u>APRIL 28</u>	<u>FINAL EXAM</u>

### Note:

We will engage in various contemplative practices throughout the semester. Many of them appear in Holly Rogers, M.D., *The Mindful Twenty-Something: Life Skills to Handle Stress...and Everything Else*. Those exercises are indicated as follows: “(Rogers, page number).” We will explain in class how to do them. Rogers’ book is a sequel to *Mindfulness for the Next Generation: Helping Emerging Adults Manage Stress and Lead Healthier Lives*, which she co-wrote with her colleague Margaret Maytan (we have included one excerpt on scientific studies of the benefits of meditation). Rogers and Maytan, medical doctors affiliated with Duke University, have tried out many of these contemplative practices with medical school students.

We have also assigned mindfulness practices from other sources. We will explain them in class.

Please remember that you should put all technology away before class starts. Our policy on technology is articulated in full in the “biosheet-course etiquette” document.

## T-Jan. 14-Week 1

### Topic: Course introduction

#### CLASS SCHEDULE

#### Discuss:

Look at D2L and discuss course documents (biosheet-course etiquette document due in dropbox of same name before class **Thursday, January 16**). Discuss note taking in class.

#### Practice:

i) Breath awareness exercise (Rogers, 22) and, if time permits, *metta*, or loving-kindness meditation. You will be required to start the semester doing 5 minutes of breath meditation each day for the first two weeks of class. After that, you should do a minimum of 10 minutes each day. We will introduce different meditation practices. It's important to find one or more that work for you.

Watch (in class): “Author Argues Colleges Focus More on Professional Training Than Transformation,” PBS Newshour September 4, 2013

[HTTP://WWW.PBS.ORG/NEWSHOUR/BB/EDUCATION-JULY-DEC13-TEACHING\\_09-04/](http://www.pbs.org/newshour/bb/education-july-dec13-teaching_09-04/)

## R-Jan. 16

### Topic: Contemplative Studies, the Liberal Arts, and Critical Thinking

#### CLASS SCHEDULE

#### Assignment:

i) Andrew O. Fort, “Contemplative Studies and the Liberal Arts,” *Buddhist-Christian Studies* 2013, 23-32 (D2L)

ii) L. D. Burnett, “Holding On to What Makes Us Human: Defending the humanities in a skills-obsessed university,” *Chronicle of Higher Education*, August 7, 2016 (D2L)

iii) Nicholas Kristof, “Don’t Dismiss the Humanities,” *The New York Times*, August 13, 2014 (D2L)

iv) Michael S. Roth, “Beyond Critical Thinking,” *The Chronicle of Higher Education*, January 3, 2010 (D2L)

v) Richard A. Lynch, “Rethinking Critical Thinking-Values And Attitudes,” *Dialogic*, February 29, 2004 (D2L)

vi) David Gooblar, “How to Help a Student in a Mental-Health Crisis,” *The Chronicle of Higher Education*, December 17, 2018 (D2L)

vii) Tara Parker-Pope, “For the Holidays, the Gift of Self-Care,” NYT, December 10, 2019 (D2L) [HTTPS://WWW.NYTIMES.COM/2019/12/10/WELL/MIND/SELF-CARE-BUDDHISM-MONK-MEDITATION-STRESS-ANXIETY-CALM-HAEMIN-SUNIM.HTML](https://www.nytimes.com/2019/12/10/well/mind/self-care-buddhism-monk-meditation-stress-anxiety-calm-haemin-sunim.html)

Due: Biosheet-course etiquette document due in “biosheet-course etiquette” dropbox before class

Practice:

- i) Belly breathing exercise (Rogers, 32)
- ii) Further instruction on breathing and meditation. Dr. Andrew Weil, one of the leading proponents of integrative medicine (we return to the topic on January 29), has produced the following introduction to three breathing practices, including the 4-7-8 that we tried last week. We will watch these short videos in class and try each practice.

### **Breathing Exercises And Techniques**

[HTTPS://WWW.DRWEIL.COM/HEALTH-WELLNESS/BODY-MIND-SPIRIT/STRESS-ANXIETY/BREATHING-THREE-EXERCISES/](https://www.drweil.com/health-wellness/body-mind-spirit/stress-anxiety/breathing-three-exercises/)

### **4-7-8 Breath**

[HTTPS://WWW.DRWEIL.COM/VIDEOS-FEATURES/VIDEOS/BREATHING-EXERCISES-4-7-8-BREATH/](https://www.drweil.com/videos-features/videos/breathing-exercises-4-7-8-breath/)

### **Stimulating Breath**

[HTTPS://WWW.DRWEIL.COM/VIDEOS-FEATURES/VIDEOS/THE-STIMULATING-BREATH/](https://www.drweil.com/videos-features/videos/the-stimulating-breath/)

### **Counting Breath**

[HTTPS://WWW.DRWEIL.COM/VIDEOS-FEATURES/VIDEOS/BREATHING-EXERCISES-BREATH-COUNTING/](https://www.drweil.com/videos-features/videos/breathing-exercises-breath-counting/)

- iii) Joseph Goldstein–”Mindfulness: A Practical Guide to Awakening.” Mindfulness of the body. [HTTPS://WWW.YOUTUBE.COM/WATCH?V=BIWVX6RLNFE](https://www.youtube.com/watch?v=BIWVX6RLNFE)

**T-Jan. 21-Week 2**

**Topic: Contemplative Practices and Higher Education**

[CLASS SCHEDULE](#)

Assignment:

- i) Mirabai Bush and Daniel Barbezat, “Chapter One: Transformation and Renewal in Higher Education,” *Contemplative Practices in Higher Education*, 2013, 3-20 (D2L)
- ii) Fran Grace, “Learning as a Path, Not a Goal: Contemplative Pedagogy—Its Principles and Practices,” *Teaching Theology and Religion*, 2011, 99-124 (D2L)
- iii) Listen to the following “On Being” podcast: Matthieu Ricard, “Happiness as Human Flourishing,” July 20, 2017, (52 minutes)  
[HTTPS://ONBEING.ORG/PROGRAMS/MATTHIEU-RICARD-HAPPINESS-AS-HUMAN-FLOURISHING-JUL2017/](https://onbeing.org/programs/matthieu-ricard-happiness-as-human-flourishing-jul2017/)

Practice:

- i) Body scan exercise (Rogers, 38-39)

- ii) Observe mental judgments exercise (Rogers, 47)

**R-Jan. 23**

**Topic: Mind and Body in Neuroscience**

[CLASS SCHEDULE](#)

Assignment:

- i) Matthieu Ricard, Antoine Lutz, and Richard J. Davidson, “Mind of the Meditator,” *Scientific American*, November 2014, 38-45 (D2L)
- ii) Listen to the following “10% Happier” podcast: Daniel Goleman, Dr. Richard Davidson, *Altered Traits*; Released September 08, 2017 (72 minutes).  
[HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/51407909](https://www.stitcher.com/podcast/abc-news/10-happier/e/51407909)  
Dan Goleman and Richie Davidson, both titans in their respective fields and best-selling authors, have co-written a new book out now entitled, *Altered Traits: Science Reveals How Meditation Changes Your Mind, Brain and Body*. Goleman, a renowned psychologist and science journalist, and Davidson, a prominent neuroscientist and founder of the Center for Healthy Minds, talk about their cutting-edge research in this new book, comparing brain activity of “Olympic level” meditators (such as monks) to meditation beginners and how mindfulness can be restorative for brain health.
- iii) Farhad Manjoo, “You Should Meditate Every Day: Sure, it’s become a wellness fad. But it’s the best way I’ve found to keep digital monsters at bay.” *New York Times*, January 9, 2019 (D2L): [HTTPS://WWW.NYTIMES.COM/2019/01/09/OPINION/MEDITATION-INTERNET.HTML](https://www.nytimes.com/2019/01/09/opinion/meditation-internet.html)
- iv) Bill Gates, “Why I’m into meditation,” “Gatesnotes” (The blog of Bill Gates,” December 3, 2018 (D2L): [HTTPS://WWW.GATESNOTES.COM/BOOKS/THE-HEADSPACE-GUIDE-TO-MEDITATION-AND-MINDFULNESS](https://www.gatesnotes.com/Books/The-Headspace-Guide-to-Meditation-and-Mindfulness)

Watch (in class): PBS “Mindfulness Goes Mainstream,” 2017

**T-Jan. 28-Week 3**

**Topic: Integrative Medicine**

[CLASS SCHEDULE](#)

Assignment:

- i) University of Arizona: Center for Integrative Medicine web site. Read the text on the main “About Us” page and watch the embedded video of Dr. Weil.  
[HTTPS://INTEGRATIVEMEDICINE.ARIZONA.EDU/ABOUT/INDEX.HTML](https://integrativemedicine.arizona.edu/about/index.html)

ii) People's Pharmacy: Tieraona Low Dog, M.D.: How Can You Improve Your Immune Response? November 5, 2016 (58 minutes)  
[HTTPS://OVERCAST.FM/+FQQS8JRW](https://overcast.fm/+FQQS8JRW)

Guest speaker: Jane Torgerson, M.D. ([HTTPS://HEALTHCENTER.TCU.EDU/OUR-STAFF/MEDICAL-PROVIDERS/](https://healthcenter.tcu.edu/our-staff/medical-providers/)) is the Medical Director of the Brown-Lupton Health Center. She completed a two-year program at the University of Arizona in integrative medicine started by Dr. Andrew Weil and has passed the board certification exam in integrative medicine.

Note: Dr. Weil is a prolific author and has an excellent web site, which can be found at: [HTTP://WWW.DRWEIL.COM](http://www.drweil.com). Trained as a medical doctor at Harvard University, Dr. Weil has sought to harmonize Western, allopathic medicine and other healing modalities, including those found in China, India, and elsewhere.

Before class, please read the short bit on the University of Arizona's Center for Integrative Medicine listed under Assignment and watch the two-minute YouTube clip of Dr. Weil discussing the spread of integrative medicine. Please also listen to the podcast listed under Assignment from the People's Pharmacy on NPR, which is a recent interview by Joe and Terry Graydon (he's a pharmacologist and she's a medical anthropologist) of Dr. Tieraona Low Dog, who has worked with Dr. Weil.

Practice:

Calm lake exercise (from Lewis Richmond's *Aging as a Spiritual Practice*).

**R-Jan. 30**

**Topic: Getting Ready and Getting Started**  
[CLASS SCHEDULE](#)

Assignment: Holly B. Rogers, M.D., *The Mindful Twenty-Something*-Parts 1 and 2 (Chapters 1-7)

Practice:

- i) Guided imagery exercises (Rogers 122)
- ii) Mentor appreciation exercise assignment
- iii) *Gatha* exercise (Rogers, 79)

**T-Feb. 4-Week 4**

**Topic: Expanding Your Understanding**  
[CLASS SCHEDULE](#)

Assignment: *The Mindful Twenty-Something*-Part 3 (Chapters 8-12)

Practice:

- i) Labelling thoughts exercise (Rogers, 125)



- ii) Discuss mentor appreciation

**R-Feb. 6**

**Topic: Mind and Body in Tibetan Yoga**

[CLASS SCHEDULE](#)

Guest speaker: Ale Chaoul: Mind and Body in Tibetan Yoga

**T-Feb. 11-Week 5**

**Topic: Developing Insight**

[CLASS SCHEDULE](#)

Assignment:

- i) *The Mindful Twenty-Something*-Part 4 (Chapters 13-16)
- ii) Read the introduction to the Myers-Briggs personality test on the first website and take the test on the second:
  - a) [HTTP://WWW.MYERSBRIGGS.ORG/MY-MBTI-PERSONALITY-TYPE/MBTI-BASICS/](http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/)
  - b) [HTTP://WWW.HUMANMETRICS.COM/CGI-WIN/JTYPES2.ASP](http://www.humanmetrics.com/cgi-win/Jtypes2.asp)

iii) Complete the “Life Values Inventory” by going to the following web site, creating an account, and completing the test: [HTTPS://WWW.LIFEVALUESINVENTORY.ORG](https://www.lifevaluesinventory.org)  
To sign in, go to this address: [HTTPS://TINYURL.COM/Y59J9RX](https://tinyurl.com/y59j9rxX)

We hope you’ll find the program easy to use and that it becomes a valuable tool in your personal development. If you have any ideas, suggestions for improvements or if you’d just like to tell us how you feel about the program, please contact us anytime.

Practice: Values exercise (Rogers, 140)

- iv) Discuss “Buddhism precepts exercises.” Due Thursday, February 20.

**R-Feb. 13**

**Topic: Technology and the Brain-Mind**

[CLASS SCHEDULE](#)

Assignment:

- i) Excerpt from Nicholas Carr, *The Shallows: What the Internet Is Doing to Our Brains*, 2011, 115-34 (D2L)
- ii) Jean M. Twenge, “Have Smartphones Destroyed a Generation?” *The Atlantic*, September 2017 (D2L)

Practice: Digital awareness exercise assignment: Check all digital devices when you wake up, then turn them off. Keep them off unless usage is necessary, or be conscious when you turn them on, and why. Notice mind and body responses. Which social media are you most attached to? texting/email,

Facebook, Instagram, twitter, etc. At **noon, 6:00 p.m., and before bed**, write reflections on digital devices and their presence or absence in a journal—thoughts, feelings, and/or sensory responses (in abstract or in your immediate experience). **If someone—a parent, significant other, and so on—may worry about your lack of communication, please make sure to let them know that you will be engaging in this exercise.**

Watch (in class): “Are smartphones making a generation unhappy?,” PBS Newshour August 7, 2017  
[HTTP://WWW.PBS.ORG/NEWSHOUR/BB/SMARTPHONES-MAKING-GENERATION-UNHAPPY/](http://www.pbs.org/newshour/bb/smartphones-making-generation-unhappy/)

## T-Feb. 18-Week 6

### Topic: Carrying On [CLASS SCHEDULE](#)

Assignment: *The Mindful Twenty-Something*-Part 5 (Chapters 17-20)

Discuss: Results of digital awareness exercise

Practice: Subject-object reversal: In this exercise, one closely observes some object (plant, tree, piece of art, etc.) and then imagines it contemplating us. How do we appear to it (agitated, imposing, etc.)?

## R-Feb. 20

### Topic: Being Peace-1 [CLASS SCHEDULE](#)

Assignment: Thich Nhat Hanh, *Being Peace*, Introduction and Chapters 1-4

Due: “Buddhism precepts exercises”

Practice: i) Walking meditation exercise (Rogers, 76)

ii) Interbeing in class exercise.

## T-Feb. 25-Week 7

### Topic: Being Peace-2 [CLASS SCHEDULE](#)

Assignment:

i) Thich Nhat Hanh, *Being Peace*, Chapters 5-7

ii) Listen to the podcast “Brother Thay: A Radio Pilgrimage with Thich Nhat Hanh” on NPR’s “On Being”

[HTTPS://SOUNDCLOUD.COM/ONBEING/BROTHER-THAY-A-RADIO-2](https://soundcloud.com/onbeing/brother-thay-a-radio-2)

iii) Listen to YouTube clip: “How to let anger out?” Thich Nhat Hahn at Plum Village talking to a child about anger (9 minutes)

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=WTF9XGQLIVI](https://www.youtube.com/watch?v=WTF9XGQLIVI)

Discuss: Discuss socially Socially-engaged mindfulness paper. Due, Tuesday, March 19.

Practice: Interbeing in nature exercise

Watch (in class): Dan Harris-Embarrassing Panic Attack, *10% Happier*, 2017  
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=QVLQ6QUM3P0](https://www.youtube.com/watch?v=QVLQ6QUM3P0)

**R-Feb. 27**

**Topic: *10% Happier*-Air Hunger through Happiness, Inc.**

[CLASS\\_SCHEDULE](#)

-Assignment: Dan Harris, *10% Happier*-Preface and Chapters 1-4

-Invitation: We will discuss as a class the practice to do on March 5

-Reminder: film and podcast reviews due next Thursday

**T-March 3-Week 8**

**Topic: *10% Happier*-The Jew-Bu through *10% Happier***

[CLASS\\_SCHEDULE](#)

Assignment: *10% Happier*-Chapters 5-8

**R-March 5**

**Topic: *10% Happier*-“The New Caffeine” through Epilogue**

[CLASS\\_SCHEDULE](#)

Assignment: *10% Happier*-Chapter 9-Epilogue

Due: First film and first podcast due

**T-March 10-Week 9**

**Spring Break** [CLASS\\_SCHEDULE](#)

**R-March 12**

**Spring Break** [CLASS\\_SCHEDULE](#)

**T-March 17-Week 10**

**Topic: Silence**

[CLASS\\_SCHEDULE](#)

Assignment:

i) TED Talk: John Francis

[HTTP://WWW.TED.COM/TALKS/JOHN\\_FRANCIS\\_WALKS\\_THE\\_EARTH?LANGUAGE=EN](http://www.ted.com/talks/john_francis_walks_the_earth?language=en)

ii) “In Pursuit of Silence,” Directed by Patrick Shen, 2015 (81 minutes)

Available: Free for check out from TCU Music Library and for YouTube rental for \$3.99 at:

<HTTPS://WWW.YOUTUBE.COM/WATCH?V=ZTXQLWDWRA0>

Description: “A film about our relationship with silence and the impact of noise on our lives.”

Practice: Silence exercise. We will discuss on March 19. During the day, sit silently twice for at least five minutes, being aware of your surroundings. Watch your breath.

Walk silently for at least ten minutes. Attend to each of your senses. What do you notice?

## R-March 19

**Topic: Contemplative movement**

[CLASS SCHEDULE](#)

Guest speaker: Susan Douglas-Roberts (TCU Dance Department)

Web site: [HTTPS://FINEARTS.TCU.EDU/FACULTY\\_STAFF/SUSAN-DOUGLAS-ROBERTS/](HTTPS://FINEARTS.TCU.EDU/FACULTY_STAFF/SUSAN-DOUGLAS-ROBERTS/)

Discuss: Silence exercise

Due: Socially engaged mindfulness paper.

## T-March 24-Week 11

**Topic: “I am That”**

[CLASS SCHEDULE](#)

Assignment:

i) Instructions for “I am That” exercise. Due April 9

ii) **#122: Bob Roth, Meditation Teacher to the Stars**

February 14, 2018 (64 minutes)

<HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/53308218?AUTOPLAY=TRUE>

Oprah Winfrey, Tom Hanks and David Letterman are just some of the dozens of celebrities who sought out Bob Roth to learn Transcendental Meditation (TM), a mantra-focused meditation practice. Roth, who has been a meditation teacher for over 40 years and has a new book out called, “Strength in Stillness,” talks about how he found TM and addresses the criticism and suspicions some former members have raised around TM.

Discuss: Animal meditation due on **Tuesday, March 31:** This meditation is intended to help you use mindfulness practices to explore the world through nonhuman eyes. First, choose a place where you can be free of distractions and in contact with nature (e.g., the Trinity Trails, the Learning Garden at Alice Carlson, or somewhere near your home). Take a moment to breathe slowly and center yourself in this place. Then spend 15-20 minutes observing any nonhuman animals you see there (remember that many of these animals may not be immediately apparent; they might be flying in the sky or perched in a tree, swimming in the water, or crawling through the grass or soil at your feet).

- 1) Pick one animal in particular and observe what it looks like, how it moves, how it interacts with its surroundings, how it reacts to you (if it does), etc.; write down your observations.
- 2) Now put down your pen, close your eyes, and imagine that you “are” the animal you have been studying:
  - a) How would your experience of the world as that animal be similar to and different from your own experience of the world?
  - b) Would you feel comfortable describing the animal you have been watching as a “person”? Why or why not?

**You should write down some notes on this exercise and bring it to class March 31.**

- ii) *Metta*, or loving-kindness, meditation

**R-March 26**

**Topic: Mindfulness & Human Flourishing**

[CLASS SCHEDULE](#)

Guest speaker: **Judith Simmer-Brown**, Ph.D., is Distinguished Professor of Contemplative and Religious Studies at Naropa University, where she has taught as a Founding Faculty member since 1978. She has practiced Tibetan Buddhism for forty-five years and is an Acharya (senior dharma teacher) of the Shambhala Buddhist lineage.

As a founding member of the Religious Studies department, she teaches world religions and Indo-Tibetan Buddhism, and Buddhist theology and interreligious dialogue for the Masters’ of Divinity program. She is the founder and Senior Faculty Advisor to the Center for the Advancement of Contemplative Education (CACE), exhibiting the University’s leadership as the pioneer institution for contemplative education.

She co-chairs the steering committee of the American Academy of Religion's Contemplative Studies group, and she is on the Board of the Society of Buddhist-Christian Studies. Dr. Simmer-Brown lectures and writes on Tibetan Buddhism, American Buddhism, women and Buddhism, interreligious dialogue, and contemplative education. Her books are *Dakini's Warm Breath: The Feminine Principle in Tibetan Buddhism* (Shambhala 2001); with Fran Grace, an edited collection of articles called *Meditation and the Classroom: Contemplative Pedagogy for Religious Studies* (Religious Studies Series, State University of New York Press, 2010); and with David Steindl-Rast and others, *Benedict's Dharma: Buddhist Comment on the Rule of St. Benedict* (Riverhead 2001).

**T-March 31-Week 12**

**Topic: Contemplative Practices and Animals**

[CLASS SCHEDULE](#)

Guest speaker: Dave Aftandilian: TCU website: [HTTPS://ADDRAN.TCU.EDU/FACULTY\\_STAFF/DAVE-AFTANDILIAN/](https://addran.tcu.edu/faculty_staff/dave-aftandilian/)

Assignment: Read excerpt from Graham Harvey, *Animism: Respecting the Living World* (Columbia University Press, 2006). Available on D2L.

R-April 2

**Topic: “I am That” and  
Mediating Mindfulness and Mystifying Mindfulness**

[CLASS SCHEDULE](#)

Assignment:

- i) Jeff Wilson, *Mindful America: The Mutual Transformation of Buddhist Meditation and American Culture*-Introduction through Chapter 2
- ii) Listen to the following New Books in Religion podcast with Ronald E. Purser, “McMindfulness: How Mindfulness Became the New Capitalist Spirituality” (Repeater Books, 2019). [HTTPS://PODCASTS.APPLE.COM/US/PODCAST/NEW-BOOKS-IN-RELIGION/ID426502373?I=1000450197712](https://podcasts.apple.com/us/podcast/new-books-in-religion/id426502373?i=1000450197712)
- iii) Read the following article: [HTTPS://WWW.IRISHTIMES.COM/CULTURE/HAS-MINDFULNESS-BECOME-JUST-ANOTHER-WING-OF-CAPITALISM-1.3950053](https://www.irishtimes.com/culture/has-mindfulness-become-just-another-wing-of-capitalism-1.3950053)

T-April 7-Week 13

**Topic: Mainstreaming Mindfulness  
& Mindfulness Based Stress Reduction (MBSR)**

[CLASS SCHEDULE](#)

Assignment:

- i) *Mindful America*-Chapter 4
- ii) Listen to the following “10% Happier” podcast: **Jon Kabat-Zinn, Creator of Mindfulness-Based Stress Reduction**, Released May 03, 2017 (60 minutes). “Jon Kabat-Zinn was on a meditation retreat in the late ‘70s when he had an idea to marry science with mindfulness and bring the practice into hospitals, which then led to his redefining an important element of patient care. Kabat-Zinn is the founding executive director of the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School and the founding director of its renowned Stress Reduction Clinic, who created Mindfulness-Based Stress Reduction (MBSR) programs that are used in hundreds of hospitals, clinics and labs all over the world.”  
[HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/50033681?AUTOPLAY=TRUE](https://www.stitcher.com/podcast/abc-news/10-happier/e/50033681?autoplay=true)

Examine (in class): Look at mindfulness, meditation, yoga magazines

R-April 9

**Topic: Meditation, Mindfulness, and Science**

[CLASS SCHEDULE](#)

Assignment:

- i) *Mindful America*-Chapter 6 and Postscript

Discuss: “I am That” exercise and look back on semester

Due: “I am That” exercise

Practice: Assign eating meal exercise (Rogers, 157)

-Reminder: film and podcast reviews due next Thursday

## **T-April 14-Week 14**

### **Topic: Mindful Eating**

[CLASS SCHEDULE](#)

#### Assignment:

i) Holly Rogers, M.D. and Margaret Maytan, M.D., *Mindfulness for the Next Generation*: “The Research Behind Our Teaching,” 2012, 39-54 (D2L)

ii) Michael Pollan: Fixing Food, August 22, 2013  
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=4FLUMZHQKAW](https://www.youtube.com/watch?v=4FLUMZHQKAW) (25 minutes)

iii) Andrew Weil, M.D. on *Good Food Fast*, The People’s Pharmacy, December 22, 2016 (58 minutes). “Dr. Andrew Weil, the country’s leading expert in integrative medicine, believes that good health begins in the kitchen. It’s hardly revolutionary to propose that diet matters when it comes to our health, but so many people feel that eating delicious, healthy home-cooked meals isn’t possible for them. They don’t have time, they say, or they can’t afford good food.”  
[HTTPS://OVERCAST.FM/+FQSR7DRM](https://overcast.fm/+FQSR7DRM)

Guest speaker: Lexi Endicott, TCU Honors graduate in Dietetics

Discuss: Eating meal exercise (Rogers, 157)

Due: Reflections on second film (Kumare) and second podcast

## **R-April 16**

Assignment: Discuss Kumare in class. Guest: Blake Hestir, Professor of Philosophy

[CLASS SCHEDULE](#)

## **T-April 21-Week 15**

### **Topic: Modern Transformations of Buddhist Meditation & How Meditation Works**

[CLASS SCHEDULE](#)

#### Assignment:

i) David McMahan in *Meditation, Buddhism, and Science*, Chapter 2 (D2L).

ii) -Listen to the following “10% Happier” podcast: **#112: Dr. David Vago, This Is Your Brain on Meditation**

Released December 06, 2017 (59 minutes)

[HTTPS://WWW.STITCHER.COM/PODCAST/ABC-NEWS/10-HAPPIER/E/52464662](https://www.stitcher.com/podcast/abc-news/10-happier/e/52464662)

There has been an explosion of research in recent years on what meditation does to the brain, but as neuroscientist Dave Vago points out, the science of putting meditation under neuro-imaging is still quite young. Vago, the research director for the Osher Center for Integrative Medicine at Vanderbilt University Medical Center, studies brain scans of meditators to analyze changes in brain activity, blood flow, size and function of certain areas in the brain, and he was part of a group of scientists who published paper aiming to define “mindfulness” and its neurological impacts.

### **R-April 23**

#### **Topic: The Cognitive Science of Mindfulness Meditation**

[CLASS SCHEDULE](#)

Assignment: Evan Thompson in *Meditation, Buddhism, and Science*, Chapter 3 (D2L).

Discuss: Prepare insights for final paper

Practice: Labelling feelings exercise (Rogers, 164)

### **T-April 28-Week 16**

#### **Topic: Final Contemplation and Expression of Gratitude**

[CLASS SCHEDULE](#)

Discuss: Gather and reflect on course and discuss course outcomes.

Practice: Gratitude exercise

April 30/May 1 Study Days

### **T-May 7**

[CLASS SCHEDULE](#)

**Assignment**: (also available on D2L) Final course reflection paper: In approximately 1500 words, reflect on your experience in the course. We encourage you to review the syllabus, reread your response papers and look for themes that capture the trajectory of your evolving understanding and practice of mindfulness. You might address that which was difficult—whether physical, emotional, or spiritual—but also that which was positive and affirming. What, for instance, confused you? What did you resist? What surprised you? What did you find interesting, practical, or enlightening? As you address both the high and low points of your practice, please remember to refer to our texts and in-class discussions.



**Suggestions:** We encourage you to set aside some time to think about the paper before you write, and make notes of your thoughts. After writing a first draft, check to see if you clearly state, then address, some main ideas(s), issue(s) or theme(s), and if your paper has an introduction and conclusion.

Due in “final reflection paper” dropbox on D2L at **5:00 p.m. on Tuesday, May 7, 2020**